

Southern Methodist University
Simmons School of Human Development
Syllabus for Psychology of Addictions – HDCN 6352
Spring Term 2014
John Dakin, PhD, LMFT

3/31/2013	Morning	The Nature of Addiction Model of Addiction Unit One in text
03/31/2014	Afternoon	Chemical Dependency Adolescent VS adult chemical dependency Unit Two in text
04/1/2014	Morning	Eating Disorders Unit Five in Text
04/1/2014	Afternoon	Sex addiction/pornography Unit Four in Text
04/2/2014	Morning	Relationship Addiction/Love Addiction
04/2/2014	Afternoon	Workaholism Unit Six in Text
04/3/2014	Morning	Compulsive Buying Unit Seven in text
04/3/2014	Afternoon	Compulsive Gambling Unit Three in text
04/4/2014	Morning	Internet Addiction
04/4/2014	Afternoon	Other process highs Final Exam

** This schedule may be modified by the instructor to meet the demands of the instructor or students, or to accommodate guest speakers.

Required Text: Handbook of Addictive Disorders: A practical guide to diagnosis and treatment. Coombs, R.H. (ed), 2004. Wiley & Sons.

Instructor: John Dakin, Ph.D.,LMFT

Adjunct Faculty

Phone: [REDACTED] **Cell**

Email: jdakin@smu.edu

SMU office hours: By appointment only

Grades will be assigned according to the following guidelines:

Tests: 60%

Term paper: 30%

Participation: 10%

Course Requirements:

Attendance Your in-class participation should reflect your knowledge of readings, texts, reference material, and written assignments. Because this is a condensed format, 100% attendance is necessary. Please discuss any potential attendance problems with the instructor in advance. Instructors should be given 24 hour notice of any absence whenever possible. If a student must miss one class, it is the student's responsibility to contact a classmate to get all material and assignments covered during their absence. A student's final grade will be impacted if two absences occur. A student missing more than two classes may, at the instructor's discretion:

- Receive a grade of Incomplete if the requirements to do so have been met (see the policy on Grades of Incomplete contained in this syllabus).
- Receive a failing grade for the course
- Drop or withdraw from the course. (this option may have a financial and/or financial aid impact. Student should refer to the Add/Drop Policy and the Withdrawal Policy for the Counseling program which can be found at <http://smu.edu/education/counseling/AcademicCalendar2013-14.asp> then consult with the Program Specialist if they believe this options is a possibility.

Computers/Electronic devices Computers are welcome in class but must be used appropriately. Inappropriate use of computers, tablets, or cell phones in class (ex: surfing the web, listening to music or checking email during class) is considered disrespectful and distracting to classmates and the instructor. Students are not to work on other class material during this class time. You will have breaks during which you may conduct personal business.

Tests – Test one will be take-home. The final exam will be given the last class period (notice to change).

Grades - Grades will follow SMU standards. In graduate school, any grade below a B- is considered unacceptable and repeating that particular course would be necessary. A grade of “I” (incomplete) is rarely permitted and will only happen for extreme, verifiable reasons. Any grade of “I” must be removed within one year by re-taking the class or will convert to an “F”.

Grade of Incomplete

A student may receive a grade of I (incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances. If the student’s work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given. For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

Honor Code Students are reminded of the SMU Honor Code as referenced in the Student Handbook. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty.

Class Decorum Turn off (or set on vibrate) all cell phones or pagers. If you must take or make a call during class time, please leave the room before speaking. Do not read newspapers, books for other classes, or other outside reading material during class. Walking into class late is disruptive as is leaving early. If you have to arrive late or leave early, discuss this matter with the instructor. If you must leave, do so quietly.

Please note This class will include frank discussions and videos of drug and alcohol use and other addictive behavior. ***If you have a personal history with substance abuse or addictive behavior, please take care of yourself;*** avert your eyes and excuse yourself from class if necessary. All students are entitled to free counseling from the main campus counseling centers. Take advantage of this benefit rather than risk your sobriety and well-being.

Disability Accommodations Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

Religious observance Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See university Policy No. 1.9).

Excused Absences for University Extracurricular Activities Students participating in an officially sanctioned, scheduled university extracurricular activity will be given the opportunity to make up class assignments or other graded assignments missed as result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue).

Statement on Confidentiality and Emotional Safety In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other's personal information, reactions, etc. only while in class or privately with other current class members. It is the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. All students in the Counseling Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by the APA and ACA in their code of ethics. Failure to do so can result in termination from the Department.

Statement on Academic Integrity Students are reminded of the SMU Honor Code as referenced in the Student Handbook. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty found at:

http://www.smu.edu/studentlife/PCL_05_HC.asp

Statement on APA Guidelines:

Students are expected to have a high degree of familiarity with the APA manual and its requirements. Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the *APA Publication Manual*.

Some general guidelines from the 2001 5th edition include:

- Always cite the source of a quote or paraphrase (pp. 120 & 349)
- When quoting:
 - o Copy the original material word-for-word (p. 117)
 - o If a quotation is less than 40 words, place quotation marks around it; if it is 40 or more words, indent the quote as a block. Double space all text (p. 117)

- Follow the conclusion of a quotation immediately with the citation of author(s), year of publication – or year of creation if original material is unpublished, and page number(s) (p. 120)
- When paraphrasing:
 - Restate concepts in *substantially different words* than the original material (p. 349)
 - Immediately after paraphrased material, cite author(s), year, and, whenever possible, page number(s) (pp. 121 & 349)
 - In addition, according to Pan (2003), if paraphrased material extends to multiple paragraphs, be sure to cite the source in *each* paragraph (pp. 61-62).
- The term ‘plagiarism’ includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. A faculty member can assign specific penalties. Penalties can include reducing or changing a grade or issuing a failing grade for an assignment/test or for the entire course and/or expulsion from the academic program and the university. A student penalized for academic misconduct has the right of appeal. SMU counseling program students should be prepared to submit papers and other written work electronically so that the instructor can use anti-plagiarism software to validate the originality of the student’s work. Students also have access to these plagiarism prevention tools and are strongly encouraged to utilize these resources.

CLASS PARTICIPATION RUBRIC				
	Needs Improvement 80-83	Developing 84-89	Accomplished 90-93	Exemplary 94-100
Preparation for class/class discussion/writing assignments	Does not ask questions or make comments that indicate familiarity with topics for class.	Rarely asks questions or makes comments that indicate familiarity with the topics prepared for class.	Occasionally asks questions or makes observations that indicate some comprehension.	Regularly asks questions, participates in discussions and makes observations that relate class topics and information obtained through the readings/writings by self and peers.
Absences, etc.	Absent more than twice and/or has frequent tardies or leaves class early.	Absent two times and has an occasional tardy or leaves class early	Has not missed more than one class and is not tardy nor leaves class early	Attends to class schedule 100% of the time.

Experiential Exercises	Does not participate in experiential exercises or exhibit comprehension of topic.	Participates in experiential exercises when asked and needs prompts to exhibit topic comprehension.	Participates willingly in experiential exercises and exhibits a working comprehension of exercise topic.	Participates willingly in experiential exercises and exhibits a clear understanding of how to integrate cognitive understanding with clinical practice
Professionalism	Is directly or indirectly disruptive to instructor or class members. Does not present self as student of mental health practices. Is not prepared for class. Unable/unwilling to address personal growth issues. Inflexible.	Is able to be redirected or amenable to suggestions. Is usually prepared for class. Rarely disruptive to instructor or others. Struggles with issues of personal growth. Usually flexible.	Usually prepared for class and is not disruptive to others. Conducts self as a mental health professional. No redirection needed. Able to correct issues of personal growth. Flexible.	Is prepared for class. Conducts oneself as a mental health professional. Has good relationships with students and instructor. Always prepared for class. Accurately reflects personal awareness of professional growth. Embraces flexibility.
Academic Grading	Submits work on time and accurately 80% of the time. Less than 80% is not acceptable. Writing assignments do not follow instruction and is written with errors.	Submits work on time and accurately. Writing skills exhibits errors.	Submits work on time and accurately 90% of the time. Few errors noted.	Submits "A" level work 99% of the time or better. Writing exhibits few errors, is insightful and flows appropriately.

Learning Objective	Measurable Outcome
Demonstrate appropriate knowledge of addictive behavior theories and etiology of addiction.	Students will prove competency by receiving a passing grade on test items related to addiction theories and causes of addiction.
Students will be able to understand and communicate in the language common to addictions treatment	Students will prove competency by receiving a passing grade on test items related to addiction terminology and appropriate use of addictions-specific vocabulary in class.
Understand the unique aspects of each kind of addictive behavior covered in the course and the impact on the addict's families and society.	Students will prove competency by receiving a passing grade on test items related to each addictive behavior covered in lectures, by video and in speaker presentations.

Students will develop competency in screening for addictive behavior.	Students will prove competency by receiving a passing grade all test items covering the DSM-IV criteria or other assessment criteria for each addictive behavior covered in class.
Students will know the treatment appropriate to and available for each addictive behavior covered in class.	Students will prove competency by receiving a passing grade on all test items covering levels of care and admission criteria, as well as self-help groups available for recovery for each addiction covered in class.
Students will present an understanding of how culturally-specific groups are vulnerable to addictive behaviors.	Students will prove competency by submitting a term paper addressing addiction and a specific minority population.